



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2150 N Rancho Santa Fe, Avondale, AZ 85323

Litchfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Randy Dallas
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-5
2004 Enrollment : 679
Web Address : www.lesd.k12.az.us
Phone Number : (623) 535-6500
Fax Number : (623) 535-3072
E-mail : dallas@lesd.k12.az.us

Mission

Our goal is to prepare students to participate in a culturally diverse society, to be lifelong learners, and to function as effective and informed citizens who are prepared for a productive work life.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will be involved in hands-on math and science. Arizona State Standards and the District Curriculum Map are the foundation of instruction.
- ü All students will participate in technology/computer training. Students will choose from a variety of projects utilizing technology to demonstrate their understanding of concepts in core subjects.

Enrollment

October 1, 2003 School Year Student Enrollment : 697
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 48

Instructional Programs

- Ü Gifted
- Ü Full-day Kindergarten
- Ü ELL
- Ü Accelerated Reader Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Our Handbook is sent home at the beginning of every school year. A school newsletter is published on a monthly basis. Student report cards and progress reports are issued quarterly. Parent/Teacher conferences are scheduled on a regular basis.

Parents

To ensure that the student arrives at school prepared for optimal learning, it is important that parents have their child appropriately immunized, nourished and clothed. Children need to arrive on time and be present on a regular basis.

Transportation Policy

As a neighborhood school, the majority of Rancho Santa Fe students walk to school. Students are to cross the street with care and follow the instructions of the crossing guards. Bikes are to be walked across intersections and on school grounds.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona School Board Golden Bell - Multiage Program	2002
Ü Litchfield District Employee Pride Award	2003
Ü National Distinguished Principal	2003
Ü Westside Impact Teacher of the Year	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	680	75509	100	100	100	520	529	521	11	8	13	24	19	23	35	38	33	30	35	31
All Students (Prior Year)	124	650	75372	98	100	100	506	524	523	11	8	9	38	24	25	32	40	36	19	28	30
Female	56	330	37013	98	100	100	511	527	522	13	8	12	35	22	24	27	38	33	25	33	31
Male	54	350	38430	100	100	99	528	532	521	10	9	14	14	16	22	42	38	33	34	38	31
African American	NC	42	3660	NC	100	99	NC	499	496	NC	26	24	NC	31	31	NC	26	28	NC	18	18
Hispanic	34	199	30486	100	100	99	502	518	505	12	6	18	38	25	29	31	46	32	19	23	21
Asian/Pacific Islander	NC	29	1780	NC	100	98	NC	532	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	64	406	35192	100	99	99	531	537	534	8	8	8	16	16	19	40	36	35	35	41	39
Students with Disabilities	18	88	9708	100	100	100	494	519	489	38	21	32	19	18	27	19	24	24	25	37	17
Students without Disabilities	92	592	65801	94	96	98	525	530	525	6	7	11	26	19	23	38	39	34	30	35	33
Limited English Proficient Students	10	48	16928	100	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	28	177	36411				504	510	503	22	14	19	22	28	29	39	35	32	17	24	20
Non-Economically Disadvantaged	82	503	39040				523	534	534	9	7	8	25	16	19	34	38	34	33	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	678	75492	99	99	100	520	525	519	11	9	12	16	12	16	44	51	47	29	29	24
All Students (Prior Year)	127	649	75221	100	100	100	520	529	523	7	4	8	10	12	16	67	61	56	15	24	21
Female	56	330	37014	98	100	100	521	528	523	11	6	10	19	11	15	38	53	48	32	30	27
Male	53	348	38400	100	99	99	519	523	516	12	11	14	12	13	17	49	49	47	27	28	21
African American	NC	42	3665	NC	100	99	NC	507	505	NC	25	20	NC	13	22	NC	43	43	NC	20	14
Hispanic	34	198	30438	100	100	99	516	516	508	0	6	17	24	14	21	56	65	47	20	15	15
Asian/Pacific Islander	NC	29	1773	NC	100	98	NC	524	534	NC	9	4	NC	5	10	NC	59	50	NC	27	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	63	405	35177	98	99	99	526	531	528	11	8	8	13	12	13	41	46	49	34	35	31
Students with Disabilities	17	87	9707	100	100	100	509	511	495	29	26	33	7	11	21	36	37	33	29	26	13
Students without Disabilities	92	591	65785	94	95	98	522	527	522	9	6	10	17	12	16	45	53	49	29	29	26
Limited English Proficient Students	10	48	16905	100	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	28	178	36302				507	514	507	17	15	18	22	16	21	44	50	46	17	19	14
Non-Economically Disadvantaged	81	500	39164				523	529	528	10	7	8	14	11	13	44	51	48	32	31	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	678	75053	100	99	99	570	608	597	6	5	7	17	10	12	72	75	72	4	10	9
All Students (Prior Year)	123	641	73654	97	99	99	518	534	530	14	7	9	8	11	13	75	73	70	2	9	7
Female	57	331	36872	100	100	99	571	625	621	8	4	5	14	8	9	73	74	74	4	14	12
Male	53	347	38109	100	99	99	570	592	573	4	5	10	20	12	14	71	75	69	4	7	6
African American	NC	41	3636	NC	98	99	NC	563	568	NC	10	12	NC	26	16	NC	54	67	NC	10	6
Hispanic	35	199	30235	100	100	98	574	596	575	7	4	9	15	12	14	74	78	70	4	6	6
Asian/Pacific Islander	NC	29	1768	NC	100	98	NC	657	651	NC	0	3	NC	0	5	NC	87	72	NC	13	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	63	405	35028	98	99	99	575	615	613	3	5	6	16	9	10	75	74	73	5	12	11
Students with Disabilities	18	87	9625	100	100	100	526	584	530	19	8	21	13	14	21	69	70	55	0	8	4
Students without Disabilities	92	591	65428	94	95	98	579	611	604	4	5	6	18	10	11	73	75	73	5	10	10
Limited English Proficient Students	10	47	16765	100	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	29	177	36077				518	583	566	21	9	10	26	18	16	53	63	69	0	10	5
Non-Economically Disadvantaged	81	501	38950				583	615	618	3	4	5	15	8	9	77	78	73	5	10	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	718	76019	100	100	100	498	507	499	12	9	14	42	36	39	11	16	14	36	39	33
All Students (Prior Year)	107	594	76230	100	99	100	494	499	498	10	7	12	39	42	38	21	18	12	30	33	37
Female	61	366	37207	100	99	100	499	508	499	10	7	12	43	37	41	15	14	14	32	41	33
Male	62	352	38677	100	100	100	497	506	498	14	11	15	40	35	38	7	17	13	40	38	34
African American	15	74	3817	100	100	100	498	482	475	0	22	23	57	42	47	7	15	11	36	22	18
Hispanic	33	180	29458	100	99	100	481	492	480	28	15	20	34	38	48	17	21	12	21	27	20
Asian/Pacific Islander	NC	32	1673	NC	97	99	NC	517	531	NC	4	4	NC	41	29	NC	4	14	NC	52	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	69	425	35880	100	100	100	506	516	515	9	5	7	39	35	32	10	15	16	42	46	45
Students with Disabilities	NC	71	9786	NC	100	100	NC	470	457	NC	26	39	NC	41	40	NC	15	7	NC	18	13
Students without Disabilities	116	647	66233	99	99	99	500	509	503	10	8	11	42	36	39	12	16	14	37	41	35
Limited English Proficient Students	NC	55	15206	NC	100	100	NC	453	459	NC	36	31	NC	64	53	NC	0	7	NC	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	34	188	35714				484	489	480	21	14	20	45	43	47	10	14	12	24	28	20
Non-Economically Disadvantaged	89	530	40266				503	512	513	9	7	9	40	34	33	11	16	15	39	42	43

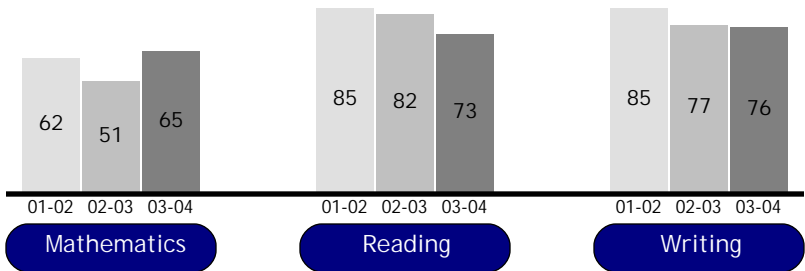
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	714	76020	100	99	100	503	508	503	23	17	25	19	20	23	44	46	40	15	16	12
All Students (Prior Year)	105	595	76202	99	99	100	504	510	505	14	11	19	21	21	24	54	53	46	11	15	11
Female	61	365	37213	100	99	100	504	511	504	17	12	22	22	20	23	47	50	42	14	18	13
Male	62	349	38666	100	99	100	501	506	501	29	22	29	16	19	22	40	43	38	16	15	12
African American	15	74	3819	100	100	100	500	502	494	43	40	37	7	20	26	36	27	31	14	13	6
Hispanic	33	178	29442	100	98	99	502	502	494	21	17	37	21	26	26	43	49	31	14	8	6
Asian/Pacific Islander	NC	32	1672	NC	97	99	NC	506	513	NC	19	12	NC	15	19	NC	59	49	NC	7	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	69	423	35890	100	100	100	504	512	511	17	13	15	22	18	20	46	48	48	14	21	18
Students with Disabilities	NC	70	9784	NC	100	100	NC	486	485	NC	56	58	NC	14	19	NC	26	19	NC	5	4
Students without Disabilities	116	644	66236	99	98	99	503	510	504	21	14	23	19	20	23	45	48	42	15	17	13
Limited English Proficient Students	NC	55	15198	NC	100	100	NC	487	483	NC	33	59	NC	67	25	NC	0	14	NC	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	34	187	35703				495	499	494	43	29	37	4	22	26	50	41	31	4	8	6
Non-Economically Disadvantaged	89	527	40274				505	511	509	17	14	17	24	19	20	42	48	47	18	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	714	75673	100	99	100	546	543	530	9	8	12	21	23	25	64	65	58	6	4	4
All Students (Prior Year)	104	585	74692	98	98	99	505	512	502	15	10	18	26	25	27	51	55	47	9	9	8
Female	61	366	37099	100	99	100	568	563	548	3	5	8	15	17	22	75	73	64	7	5	6
Male	62	348	38441	100	99	99	523	521	513	16	12	16	26	30	29	53	55	52	5	3	3
African American	15	73	3791	100	99	99	541	516	506	0	9	18	29	38	29	64	52	50	7	2	3
Hispanic	33	179	29305	100	98	99	538	531	507	11	12	16	21	23	31	64	62	51	4	4	2
Asian/Pacific Islander	NC	32	1665	NC	97	99	NC	541	573	NC	7	6	NC	19	16	NC	74	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	69	423	35760	100	100	99	553	552	550	10	6	9	19	21	21	64	67	64	7	5	6
Students with Disabilities	NC	69	9706	NC	100	100	NC	472	462	NC	20	36	NC	47	32	NC	33	31	NC	0	1
Students without Disabilities	116	645	65967	99	98	99	549	547	536	9	7	10	18	22	25	67	66	60	6	4	5
Limited English Proficient Students	NC	55	15115	NC	100	100	NC	497	471	NC	10	26	NC	10	38	NC	80	43	NC	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	34	186	35541				529	527	504	14	11	17	25	29	31	54	56	50	7	4	2
Non-Economically Disadvantaged	89	528	40091				551	547	550	8	7	9	19	22	21	67	67	64	6	4	6

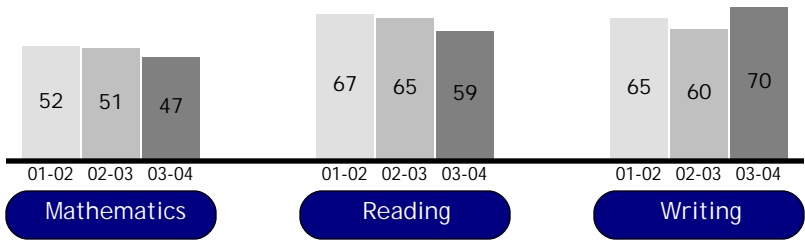
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	54	59	44	98	56	62	50	94	67	NA	58
	Language	100	51	52	39	98	45	52	43	97	53	56	50
	Mathematics	100	58	61	52	98	61	62	57	98	68	66	64
3	Reading	100	53	55	43	98	44	57	47	99	57	NA	55
	Language	100	61	61	50	99	53	62	54	100	54	66	61
	Mathematics	100	54	56	50	98	44	60	54	100	53	64	61
4	Reading	100	54	56	47	100	61	63	52	98	58	NA	56
	Language	100	53	52	45	100	58	58	48	99	55	56	52
	Mathematics	100	58	61	52	100	68	65	57	99	57	63	61
5	Reading	100	57	55	46	93	55	58	50	99	60	NA	55
	Language	100	50	52	43	96	50	53	46	100	57	58	49
	Mathematics	100	62	64	54	97	59	61	57	99	71	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Rancho Santa Fe Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü School/Business/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	0	2	0	0
10 or more years	9	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	38
Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Choir
- Ü Peer Mediators
- Ü Student Council

Social Services

- Ü Day Care
- Ü Recreational Activities
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Teachers applied for grants to support the initiation of programs for students that were not covered by the school budget. Several grant applications were funded.
- ü To support the team concept, the staff development program has been expanded to ensure that all staff members are prepared to meet identified student needs.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	45	43
Grades 3-4	75	76
Grades 4-5	65	74

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We continue to maintain policies and procedures that promote a safe and orderly climate for learning. All visitors are expected to sign in at the office. All employees wear photo identification badges. A Crisis Management Plan is in place.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Lesa Schurr	(623) 535-6500
Transportation Policy	David Gourlay	(623) 935-0018
Community Resources	Randy Dallas	(623) 535-6500
School Nutrition Programs	David Schwake	(623) 535-6100
Parent Organization	Kassy Jorgensen	(623) 535-6500
Student Health/Nurse	Shareece Castro	(623) 535-6500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.